

Strategies	Notes
Pg. 179- "When we summarize information during reading, we pull out the most important information and put it in put own words to remember it."	Summarizing is pulling out what you think is most important and what you think you need to remember. As a child, I remember being taught to summarize and really struggling with it because I wanted to pull what was important from each sentence and I didn't really know how to put it into my own words. To this day, I still struggle to find what is most important.
Pg. 179- "Synthesizing is a process akin to working a jigsaw puzzle."	Students must arrange numerous pieces of information to create a new picture or to add to their stored information.
Pg. 180- telling students to take stock when reading.	This reminds me of taking inventory in a store, or buying stock in a company. They mean, summarize the information you are reading and adding the information to their store of knowledge. This is a good way to explain the task to students because it gives them a visual but it also gives them something they can hopefully relate to and understand.
Pg. 180- "Background knowledge makes a difference."	You don't realize how much background knowledge makes a difference until you begin to read something for yourself and make a connection. Having the prior knowledge to make connections makes understanding something so much easier, but then also allows you to pick what is important to you and what is important that you don't already know.
Pg. 181- "Retelling to Summarize Information"→providing a basic framework to help students begin to summarize information through a brief retelling of a story. "When readers summarize, they: remember to tell what is important, tell it in a way that makes sense, & try not to tell too much"	Giving students a way to easily remember what they should be doing when they summarize is very helpful. I wish this is something my teachers would have told me when I was younger, especially not to tell too much, because I just wanted to retell the whole story just using my own words. I never really knew how to summarize until I got into jr. high.
How do you record your findings or important information	Students can record their findings or information they find important in charts as they read, or they can mark it with sticky notes to keep track of what they think is important and what needs to be remembered. Remind the students to keep it brief and to the point!
Pg. 182- "Paraphrasing to Summarize	Encourage students to take notes as they read

Expository Text"→ making margin notes in your own words to summarize sections of the text.	in their own words because they will understand what is being said better. They will be able to make more sense of what is being said if they take notes in the margins as they read. Some of the students may even chose to use sticky notes to mark their notes.
Pg. 183- "Synthesizing: How Reading Changes Thinking"→ to notice how our thinking evolves and changes as we read. "The main purpose of reading is to add to our knowledge base, think about new information, and integrate it."	This reiterates that we don't just read to read in school, we read to find information and we read to increase our knowledge and make us "smarter." I don't know that I would tell children that they are reading to build their knowledge, at least at a young age, because they may think reading isn't for fun.
Encourage students to regularly reflect on new information.	Encouraging students to reflect on new information is very important in my opinion because it gives them time to remember what the importance of their reading was and what they are learning. It gives them time to think about what they are taking in so they can make connections that they maybe didn't make before.
Pg. 185- "Comparing and Contrasting in Science and Social Studies"→ comparing and contrasting properties to better understand their essence. Three column compare contrast notes	These notes remind me of a Venn diagram because they are compare and contrasting notes. In the columns labeled with titles the students will put qualities that only the items have and in the middle column it will have similarities that have each of the items have. It basically is a 3 column Venn diagram. I have always like Venn diagrams because they allow you to see the similarities and differences all together rather than in different spots.
Pg. 185- "Summarizing the Content and Adding Personal Response"→ summarizing the content of a piece of text and responding personally. Modeling summarizing with Wonder books.	The teacher summarizes a small portion of the text in her own words and then writes her reactions to the story. I really like this idea because it allows the students to see a model of what they should be doing, but also gives them tactile example that they can refer to if they are confused or if they need ideas. Their wonder books, will also give them a place to keep their ideas and new information for future projects or assignments they may need them for.
Summary Response Writings	These are for students to summarize a portion of a text and then respond to the text personally. They give children a way to connect their thoughts to what they have read and allow them to see it all together and in

	their own words.
Pg. 187- “Reading for the Gist”→ taking notes and using a variety of strategies to synthesize. Having the students take notes as you, the teacher reads instead of taking notes as they read to themselves.	Having the students write down their questions, predictions, important ideas and visual images are more useful to the students than just writing as they read. These also help the kids because it is more specific than just notes to take notes, it is better to take notes with a purpose.
Reading out loud and taking notes as the students take notes.	This sets a good example for the students and gives them a solid example of what they should be doing and types of notes they should be taking as they read.
Pg. 188- “Writing a Short Summary”→ distinguishing between a summary of the text and the reader’s thinking. Completing think sheets after a read aloud.	I love the idea of the two column think sheet. One side titled What the Piece is About and the other titled It Makes Me Think About. This gives the students another opportunity to tell in their own words what part of the story they are talking about, and then tell what they think about when they read it. Another form of a summary and respond. This also reminds me of our DEJ’s. We write about something we have read and then we respond to the statement. Using this technique, the student fill out what the story makes them think about and then they complete the side of what they thought was most important in the story. Either way the activity is completed, I feel would benefit the students.
Teacher and Student complete the same work.	I really like that the teacher does the same work that they have their students do because it gives the students an example and a role model to follow. I feel that it also makes the students feel like they are doing something important and not just doing work so the teacher doesn’t have to.
Pg. 190- “Writing as Synthesis: Personalities from the Past”→ writing from a first-person perspective to better understand the contributions of historical figures. Reading biographies to create a first-person narrative.	The teacher left the project to the students to complete. They were to chose a person on their own of their own interest who had made a difference in the world or who had overcome adversity or obstacles in their life and read a biography about the person taking notes, eventually leading them to write a first-person sketch. As the student read and took notes, they spoke very honestly, they were amazed by what they were reading and some even became outraged. As the students took notes, over time

	they learned to internalize the information and they became connected to what they were reading and who they were reading about.
<p>Pg. 192- “Synthesizing to Access Content”→ noticing the thinking we do to access content and acquire knowledge.</p> <p>“Content-area reading demands that readers pick up factual information as they read.</p>	<p>To help students pick up on the facts when reading for content the teachers had the students use a two-column chart, yet again, to keep track of the Content (facts) and the Process (thinking). The terms in parentheses are used to give a better explanation of what is being asked for. This just helped the students to pick out what they thought was a fact and helped them to track the work as they read. As the class and teachers responded to the text, the conversation helped them build answers to questions, clear up misconceptions, and immerse themselves further into the content. The class discussion helped the students understand what was being read and what was going on throughout the reading.</p>
<p>Pg. 195- “Reading like a Writer”→ noticing the craft of a piece as well as the content and the reading process.</p> <p>“reading like a writer, noticing the words and structure of the language in the piece as well as the content”</p>	<p>The students begin to read like a writer when they can gather the information that is important and find a sufficient way to take notes, a way that benefits them. The teacher tried two different two-column charts with the students and when working with the charts the students began to understand. First chart, Content and Process. Second chart, Content, Process and Craft. The teachers were surprised to find out how well the students took to the third column.</p>
<p>Pg. 197- “Trying to Understand: Seeking Answers to Questions That Have None.”→ synthesizing information by attempting to answer difficult questions.</p> <p>Some non-fiction narratives are about experiences that are horrific and unthinkable.</p>	<p>The teachers hesitate to teach things such as the Holocaust because of its horror. A way that the teacher decided to handle the issue this year, was to have students enter a writing contest named in honor of Anne Frank. She had her students read articles in the newspaper, instead of leading them to focus on the horror, she had them focus on the triumphant spirit of survival. She gave the students sticky notes and encouraged them to record their thinking as they read. The teacher’s goal, was to have each sticky note be an “I wonder” rather than “What is?” In the end, the students read the stories of the survivors and remembered to never forget! That is how they synthesized.</p>